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## Dance History II :: Follows Dance History I

TEKS Strand	Expectations
<p><b>Foundations – Perception:</b> The student develops an awareness of the body's movement using sensory information while dancing.</p>	<p>Dance History II is the continuation of study of global origins and influences of dance forms and styles from the 20th century to the present. The students will continue to reference from sources of historical movement, students will be able to become aware and demonstrate spatial awareness, knowledge of dance genres and movement in different environments.</p>
<p><b>Creative Expression – Artistic Process:</b> The student develops knowledge and skills of dance elements, choreographic processes and forms in a variety of dance genres and styles.</p>	<p>Dance History II looks into the way the dance is shaped/created through social, cultural and historical contexts, the way the dance makers have used their environmental influences to create movement. The students should investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.</p>
<p><b>Creative Expression – Performance:</b> The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing.</p>	<p>The students may dissect or assemble a step, pattern or combination to show understanding of the movement, terminology, and progression. The students will explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.</p>
<p><b>Historical and Cultural Relevance:</b> The student demonstrates an understanding of cultural, historical, and artistic diversity.</p>	<p>Students review the research of dance historians and study important trends, milestones, and figures in dance history, reflecting on historical significance and/or exemplary works of dance as inspiration for creating with artistic intent. Students will research the political, social, and ethnic influences of these earlier dance periods.</p>
<p><b>Critical Evaluation and Response:</b> The student makes informed personal judgements about dance and the meaning and role of dance in society</p>	<p>Students analyze, assess, discuss, and write about dance performances. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom. Students will compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.</p>
<p><b>Example</b></p> <p>Ms. Carpenter's class decided to focus and explore world dance of the 20th and 21st centuries due to the kind of fusion that is emerging in the "global village." They divided the class into three groups: India, China, and Africa, to dive into an online share project with students of those countries to learn more about new forms that are developing.</p>	
<p><b><u>Differentiation Strategies for Students with Special Needs</u></b></p>	